



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

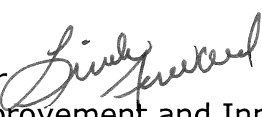
RICK SNYDER
GOVERNOR

MICHAEL P. FLANAGAN
STATE SUPERINTENDENT

August 15, 2014

MEMORANDUM

TO: Local and Intermediate School District Superintendents and
Public School Academy Directors with Schools Identified as Focus in
2014

FROM: Linda Forward, Director 
Office of Education Improvement and Innovation

SUBJECT: Focus School Quarterly Progress Reports to School Boards

Among the requirements of the *Elementary and Secondary Education Act* (ESEA) and the Michigan Department of Education's (MDE) approved ESEA Flexibility Waiver for districts with Focus schools for 2014, is completion of a Quarterly Progress Report from the district and provided to its school board, as well as submission of a copy of the Quarterly Progress Report to the MDE.

The requirement applies to districts with both Title I and non-Title I Focus schools identified in 2014. The MDE has prescribed a format for the Quarterly Progress Report for the 2014-2015 school year. The Quarterly Progress Report template is enclosed as a Word document for district use. The Quarterly Progress Report must articulate and document both the district's and school's strategies and interventions, data, and progress toward reduction of the achievement gap in the Focus school(s) of the district. Information about the district and school level data dialogues and use of building and district set-asides, if any, must also be described.

Quarterly Report	Time Period Covered	Uploaded to MDE
1 st Quarter	September through November	January 15 2015
2 nd Quarter	December through February	March 16, 2015
3 rd Quarter	March through May	June 30, 2015
4 th Quarter	June through August	September 30, 2015

The district Quarterly Progress Report to the school board will be uploaded and submitted to the MDE using the Michigan Electronic Grants System Plus (MEGS+). Districts should be prepared to begin submitting reports to the MDE about December 1, 2014. Additional Quarterly Progress Reports will be submitted by the

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district according to the schedule above. The Quarterly Progress Report is a **district** prepared report submitted by the district into the MEGS+. The Quarterly Progress Report must include required information about identified Focus schools in the district, and must be modified and expanded to include all Focus schools as necessary. Districts with both Focus and Priority schools will submit two separate Quarterly Progress Reports, one for Focus and another for Priority schools. Specific directions about upload and submission of the Progress Reports in the MEGS+ will be sent to districts and schools later this fall.

If the district was required to submit Quarterly Progress Reports for the 2014 school year in the Grant Electronic Monitoring System / Michigan Administrative Review System (GEMS/MARS), the 2014 fourth quarter report must be submitted in the GEMS/MARS by September 30, 2014.

Please contact Greg Olszta, Consultant, if you have any questions at olsztag@michigan.gov or 517.241.4715.

Enclosure

cc: Principal/PSA Administrator
ISD Superintendent

Insert District Name

Focus School(s) Quarterly Report to Board of Education

2014-2015 School Year

☐ 1st Quarter Report (September-November) Due in MEGS+ January 15th
☐ 2nd Quarter Report (December-February) Due in MEGS+ March 16th
☐ 3rd Quarter Report (March-May) Due in MEGS+ June 30th
☐ 4th Quarter Report (June-August) Due in MEGS+ September 30th

Building Name <i>Insert additional rows as needed</i>		BCode	Year First Identified as Focus	How many years in a row has the school been identified as Focus?	Title I?
					<input type="checkbox"/> Yes
					<input type="checkbox"/> Yes
					<input type="checkbox"/> Yes

- **Additional data and documents may be appended to this report. A single composite document for upload into MEGS+, please, which includes this report and the additional appendices, including data reports, as a single PDF scan.**

All Districts—District-Level Professional Dialogues: Conduct professional dialogue about the system changes required to support their Focus schools in closing the gaps identified in building-level dialogues. *If no Professional Dialogues occurred, indicate N/A (Not Applicable.)*

Dates of District-Level Data Dialogues this Quarter	Positions/Staff Participating	What did you learn? What changes are you going to make as a result?

All buildings - School Level “Diagnostic Data Dialogues” with stakeholders conducted to examine data and determine changes in teaching/learning practice capable of closing the student achievement gaps. Provide dates of data dialogues, position of building level persons participating, and summarize what was learned by the data dialogues held to date. *If no Diagnostic Data Dialogues occurred, indicate N/A.*

Building Name <i>Insert additional rows as needed</i>	Dates of Building Data Dialogues this Quarter	Positions/Staff Participating	What did you learn? What changes are you going to make as a result?

ALL SCHOOLS

Identify strategies and interventions from the Teaching and Learning Priorities in the Focus School Diagnostic (from ASSIST) implemented during the quarter and their impact upon classroom, building, and student achievement this quarter.

Building Name <i>Insert other rows if needed</i>	Summary of Action Steps implemented from your School Improvement Plan (SIP) directly related to closing the gap for your bottom 30% of students <i>What components are in beginning or full implementation phases? What went well? Were there any barriers identified? What are your next steps?</i>	<i>Include data in each Quarter Report. Data reports should be added.</i>
		How did the student achievement data that has been collected at the school or classroom level show the impact of these Action Steps from the SIP? How does the implementation data that has been collected show that the adults are doing what the Action Steps describe. <i>Achievement data may come from interim assessments using sources such as NWEA, district created common assessments, or classroom formative assessments. Evidence for adult implementation might include minutes of grade level/content team meetings, walkthrough data, demonstration lessons, etc. Add data reports to this pdf.</i>

Update on the Work that Supports the Superintendent’s Dropout Challenge		
Building Name <i>Insert additional rows if needed</i>	What was learned from this?	What practices have changed as a result of this implementation?

TITLE I DISTRICTS AND BUILDINGS (complete only if Title I MI Excel schools)

MI Excel Supports	Summary of Supports Provided by Partners that are Helping the District and School Close the Achievement Gap
District Improvement Facilitator (DIF) (at the district level)	How has the DIF helped district staff examine and adjust district systems, procedures or policies to support schools in closing the achievement gap?

Title I Set Asides	Specific MI Excel Component	What was learned from this?	What practices have changed as a result of this implementation?
District Level	District-Level Title I Set-Asides <i>Describe what the district is doing with its set-asides:</i>		<i>At the district level:</i>
Building Name <i>Insert additional rows as needed</i>	Building-Level Title I Set-Asides		
	<i>Describe what this school is doing with its set-asides:</i>		<i>At the school level:</i>
	<i>Describe what this school is doing with its set-asides:</i>		<i>At the school level:</i>

- **Additional data and documents may be appended to this report. A single composite document for upload to MEGS+, please, which includes this report and the additional appendices, including data reports, as a single PDF scan.**